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LENS 4

**Purpose:** the students will get to write their own story with pictures

**Genre:** Lesson plan/reflection

**Audience:** 6th graders/Lit for Children 2013 class

**Engagement:** how to incorporate pictures and writing together, but mostly using pictures to tell a story

**Reader-as-Writer: *The Invention of Hugo Cabret***

*The Invention of Hugo Cabret* is a book that many age groups will enjoy. I have a niece who is in 6th grade and this book can be used for Accelerated reader (A.R.) points. When reading this book, I was deep into the reading. My favorite types of books are picture books, besides the romantic and adventurous kinds, so I really enjoyed reading it. Not only was the book mainly pictures, they were in black and white and they told the story. You had to look closely and scan the pages for clues and to find the setting that was being told. Since the pictures were not in color, I think it gave it that extra “spark” to the writing. It allowed you to imagine what it would look like by giving you an outline, so all you had to do it fill it in with your own splash of color. I know that this keeps getting mentioned, but this book can relate to students. Hugo is an orphan. Both of his parents died, and when he was working with his uncle to fix and keep the clocks running, he mysteriously vanished and Hugo was left alone to work by himself. This is common nowadays, which is why it was mentioned in pleasures, “In depicting orphans, writers can focus on children’s desire for independence or on their fear of loss of security” (p. 197). Hugo was afraid of what was going to happen to him once people found out the clocks stopped working or why his uncle never showed his face in public anymore, or when he gets caught stealing food to stop his hunger.

This book can be helpful for those who are doing the RIFF assignment, especially the ones who are choosing to do a picture book. Picture books are not just stories with pictures slapped on a few pages here and there. They have specific details within them that help develop the story or give clues to what comes next. The pictures will tell their own story and sometimes the text just supports it. As the few of us in class are putting together our picture books, we need to make sure that the pictures are detailed and catch the reader’s attention. In my one class, we are making a collage book with artworks that we completed in class. They are like the book, because we are supposed to create a story line of our choosing and using the artworks to create the pictures in the story. So we have to make sure the pictures are detailed enough for the reader to understand what the story is about without using any words or only a few words, just like *The Invention of Hugo Cabret* did.

The lesson plan that follows this paragraph is for 6th graders. They are to do something similar that we are doing for our RIFFs and for what I am doing in my other class. This will let them be creative as well as work on their own style of writing. It will help them to get a better understanding that not all books need to be strictly writing or strictly pictures, so they have to find a happy medium. Some things can’t be described in writing, which is where the pictures come into play. They get to experiment different genres of writing and books, as well as figure out how they write and detail their own story. It will show them that what goes into creating a book isn’t easy and there are many steps to get to the final product.

**Learning Objective:** After reading *The Invention of Hugo Cabret*, students will be able to create their own picture book about something that interests them and is based on a real person or event.

**Materials:**

* *The Invention of Hugo Cabret*
* Cardstock paper
* Markers
* Crayons
* Paint
* Pen/pencil
* A binder or hard folder to put the story in

**Procedure:**

1. Read *The Invention of Hugo Cabret.*
2. Brainstorm ideas that interest the students.
3. Talk about what it means to have different textures of pictures/drawings.
   1. Blow bubbles in paint and put bubbles on paper.
   2. Take crayons and rub paper over different texture materials.
   3. Roll marbles over painted paper
4. Have the students write what they want the story to be about and figure out the story sequence.
   1. Write a few words to be the content descriptions.
   2. Figure out what the pictures are going to be like and how they will describe the wordings.
5. Have the students create pages of pictures that will go into the story.
   1. This will expand across a couple days.
   2. They can use paint, markers, crayons, or anything they want to in order to create different textures.
6. Put the pieces together in order and create the cover page.
7. The students will share their stories with the class when everyone is finished.

\*The link below is an interview with Brian Selznick. He talks about how he came up with the idea of writing the book and why he chose Paris for his setting. This can help the students figure out what they want to write about and if they want to, they can do research something and add a character like Brian did to a real life situation.

<http://video.scholastic.com/services/player/bcpid1543302482?bctid=613969288001>